

**SECRET**

**A PROPOSAL  
FOR THE  
ESTABLISHMENT OF A  
CAREER CORPS**

MORI/CDF Pages 2-112

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**SECRET**

**TO**

**LIEUT. GEN. WALTER BEDELL SMITH  
DIRECTOR OF CENTRAL INTELLIGENCE**

**A PROPOSAL**

**FOR THE ESTABLISHMENT OF A CAREER CORPS**

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**Office of Training**

**3 July 1951**

**SECRET**

**TRANSMITTAL**

Director of Central Intelligence

3 July 1951

Director of Training

## A Proposal to Establish and Implement a Career Corps Program in CIA

1. Since its inception six months ago today, the Office of Training, in compliance with your verbal instructions, has given priority to planning for the establishment of a Career Corps. The formulation of a plan for so vital an Agency-wide program merits more than a six-months attack by my limited staff. However, the recent news release on the Agency Career Corps Program impels me to submit herewith the plan as now developed, with probable imperfections which a later submission might have eliminated.

2. The plan rests upon two basic assumptions:

a. Ultimately the quality of our personnel will depend upon highly selective recruitment at the junior level, but the Career Corps itself could not and should not be recruited from without the Agency, but rather should be selected from those employees who have demonstrated their ability through a period of service in the Agency.

b. A program for a Career Corps, to be successful, must be integrated with a career management program for the Agency.

As a corollary to assumption (b) there is also submitted herewith the proposed plan of Agency-wide Career Management, into which the Career Corps program must itself be integrated.

3. Career Management and many phases of the Career Corps proposal are properly the responsibility of Personnel. If this plan is approved in whole or in part, I recommend that the Director of Personnel be made responsible for implementing those portions of the plan that are properly functions of his Office. He will, of course, have the wholehearted support of the Office of Training.

4. I cannot emphasize too strongly that a sine qua non to the successful execution of a plan of this type is the unqualified support of the Director of Central Intelligence and his Assistant Directors. Our study of the subject indicates that Personnel and Management have advanced similar proposals for career development in the past but that former Directors failed to give them implementing support.

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## **INTRODUCTION**

## INTRODUCTION

The intention of establishing a Career Corps within the CIA was succinctly stated by General Smith as follows:

"I am trying to build up a corps of well qualified men here who are interested in making a career with the Central Intelligence Agency. To effect this, I recently established a training section which functions - as much as I dislike the term - as a sort of career management office."

Walter Bedell Smith  
To Hon. John McCloy  
17 March 1951

The Office of Training has studied the problem of establishing a Career Corps from various angles, and has consulted experts in career management outside the Agency, as well as experienced executives within the Agency.

The problem involves recruitment of extremely able young men and women from outside the Agency, identification of the most able people already in the Agency, and improvement of the value of members of the Career Corps to the Agency by training, rotation and other experiences. A system of career benefits and security must be established for careerists. The recommendations made in this report are centered around annual evaluation intended to uncover the most able people available. Only people with at least two years of distinguished service in the Agency are here considered eligible to become Careerists.

Certain problems are closely connected with the matters discussed here, but have been given only passing attention at this time, because they are subsidiary to the main problem. One is the establishment of career benefits and security (Tab R). Another is the proper use of military personnel on duty with the Agency, not only from the point of view of their maximum utilization by us, but also of their own professional improvement (Tab O).



### THE PROBLEM

- A. To devise a plan to select, recruit, and train young men and women of great promise, and to place them in the Agency where they will be of the greatest use.
- B. To devise a method of identifying those employees of the Agency who have the highest potential for further development; to train and rotate them within and outside the Agency in such a way that they will develop the greatest usefulness to the Agency; and to place them in the most important positions.
- C. To provide the training necessary to implement A and B.
- D. To coordinate A, B and C.

### DISCUSSION

The problem is discussed under the headings:

- I. Criteria for Selection. Minimum qualitative criteria are established in terms of education, linguistic ability, leadership, personality and health. Specific criteria are established on the basis of the present needs of the Agency, in terms of education, specialization, research and experience.
- II. Recruitment. Recruitment on the basis of the general and specific criteria should bring into the Agency a continuous flow of young men and women, of whom many will prove to be able specialists, and a few will eventually develop into generalists capable of filling high executive positions.

Contacts will be established as paid consultants in 50 quality universities and colleges. They will identify, guide, and nominate in the last year of study the most promising graduate students and undergraduates. No more than 2% of the selectees in any year may come from one school.

Students will be recommended from other colleges by Personnel Procurement.

Contacts will be established in the separation centers of the Armed Forces to identify and interest able young men and women.

Those recommended will be tested locally, and the best will be brought to Washington for assessment and interviews. The Office of Training will operate the contacts and will monitor the testing and recruitment in consultation with Personnel.

- III. Basic Training is being established to provide selectees with the necessary skills and knowledge to enable them to enter an office with general competence in intelligence, and to make the most of on-the-job training. As soon as possible, basic training should be given all new professional employees.

All selectees will take a 12-week course, designed to teach them the fundamentals of intelligence and of the Russian language, and to improve reading speed and writing skill.

Selectees will be subjected to a running assessment throughout their basic training.

- IV. Initial Placement. On the basis of evaluation and assessment, selectees will be placed in the offices, either in regular slots, or in an appropriate number of training slots to be established in each office on the basis of authorized Table of Organization strength. The Directors of Training and Personnel will jointly determine the placement in consultation with the Assistant Directors, and will authorize placement of selectees in office training slots.

- V. Selection of Career Corps. Supervisors will evaluate annually all personnel, GS-9 through GS-13, who have

been with the Agency a minimum of two years, and who are under 40 (45 for the first year of the program). Those who stand out will be tested, as will other employees in this category who wish to compete for Career Corps selection. The outstanding candidates will be assessed and interviewed, and the Career Corps will be identified. It will consist of specialists, whose capacities and interests indicate that they are superior within their offices and should stay there, and of generalists, whose capacities and interests indicate that they are capable of filling agency-wide positions.

VI. Training of Career Corps Specialists will be designed to increase their competence within their offices. It will consist of advanced intelligence courses; area and language study; scientific, economic and technical study; rotation within the Agency; and travel -- all to be arranged in and out of the Agency by the Office of Training in consultation with the Office of Personnel and the Assistant Director concerned.

VII. Training of Career Corps Generalists will be designed to increase the breadth and competence of the individual in the Agency as a whole, rather than to deepen his specialized skill. It will consist primarily of study in the National Intelligence Course and other high-level Service and governmental courses; and rotation throughout the Agency and outside the Agency. The ultimate purpose of the training will be to produce a Director of Central Intelligence.

Matters of detail are discussed in the following tabs:

- A. Specific Criteria for Initial Selection
- B. List of Institutions in which Contacts Should Be Established

- C. Testing and Assessment of Candidate Selectees
- D. Arrangements with Armed Forces for Training of Selectees
- E. Language Program for Selectees
- F. The Basic Training Program of the CIA Intelligence School
- G. Evaluation of Selectees during Basic Training
- H. Number of Training Slots to Be Added to T/O of Each Office
- I. Identification of Career Corps; Career Management Program
- J. Evaluation of Outstanding Candidates for the Career Corps
- K. Rotation Plan for Career Training - Specialists
- L. Advanced Training, CIA Intelligence School
- M. Language Training for Specialists
- N. Rotation Plan for Career Training - Generalists
- O. Career Training for Intelligence Advisory Committee Employees
- P. Implementation of University and Industrial Training
- Q. Career Benefits and Security
- R. Graduate Training, CIA Intelligence School

RECOMMENDATIONS

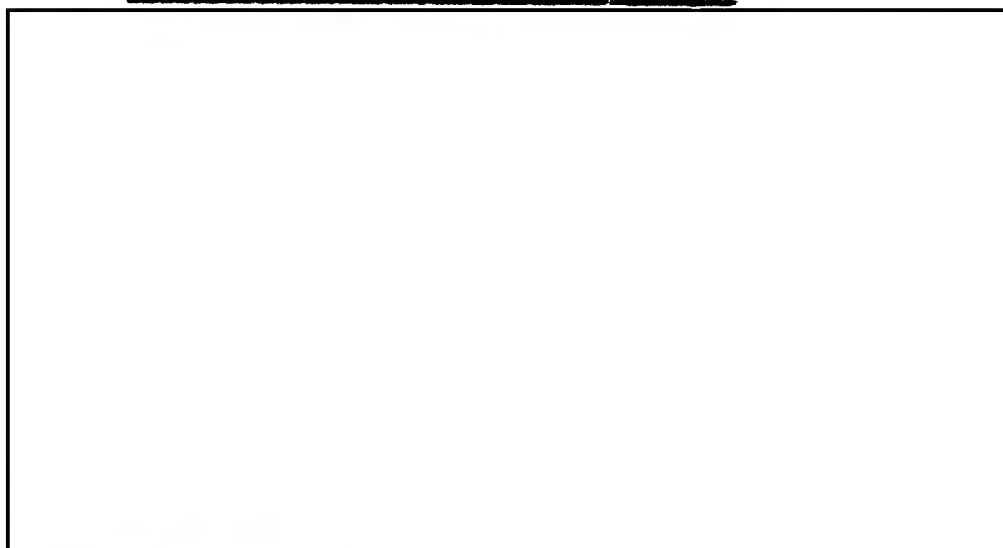
1. That you approve the report in general.
2. That you authorize the Directors of Training and Personnel to carry out detailed implementation.

**DISCUSSION**

## I. SELECTION CRITERIA

Our problem is to select able and versatile people who will fit into several offices of the Agency, and to develop a program of training and rotation that will develop their capabilities to the utmost. Through the 100 Training Slots allotted to the Office of Training, we will bring in annually 200-300 Career Corps Selectees, who meet general and specific criteria. A Career Corps Selectee is a young man or woman who appears to have great ability and promise, and wishes to make a career in CIA.

### A. General Minimum Criteria for Selection



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### B. Negative Criteria

We do not want as Career Corps Selectees people with: poor academic records; excellent academic records and nothing else; physical defects serious enough to be a handicap in overt work; more than the most minor emotional defects; a record of failure in language study; unwillingness to go overseas; unsound motivation.

The Agency will no doubt properly continue to employ such people for specific jobs. If they are successful, we will pick them up by the procedures described in V.

C. Specific Criteria

(Figures based on Agency needs and on information supplied by Assistant Directors.)

Out of any group of 100 selectees, there should be about:

- 38 College graduates
- 5 Engineers, with some experience in production
- 7 Ll.B.'s, preferably with undergraduate majors in Social Sciences, Area Studies, or International Relations. A few should be administrators.
- 50 Ph.D.'s or graduate students who have not completed the Ph.D., but have progressed far enough so that they have actual research training and experience.

These figures are intended only as a guide to selection and recruitment, and should not be regarded as a Table of Organization. A first-rate man must not be excluded because his category is full, nor may a second-rater be brought in merely to fill a slot. The figures should be continuously revised in the light of job descriptions for current vacancies. (A more detailed breakdown is given in Tab A.)

## II. RECRUITMENT

The chief problem in recruitment is to choose from among the many who will meet the selection criteria those whose less tangible qualities justify high expectations of success in the Agency.

A CIA contact will be established in a selected group of about 50 universities and colleges (listed in Tab B). The contact will be reimbursed as a consultant at the rate of \$25.00 a day for ten days a year, so that he will give more than casual attention to the problem. Handling the contacts and other matters connected with this program will require a major part of the time of a member of the Training Staff.

Contacts should be men with considerable intelligence experience in CIA or other intelligence agencies. They must be men of the highest quality, since qualitative discrimination by individuals appears to be subjective, i.e., it is based on comparison of the subject with the discriminator. They must be sufficiently active in the non-academic affairs of the institution so that they will know students outside of their own fields. In a few institutions the ideal contact will be the Dean of the College. In Universities, there should be two or more, one for the College and one for each graduate school, since the students in one school are seldom well known to the faculties of the others. In many institutions there is a club, composed of intellectually elite undergraduates, graduate students, and faculty, and devoted to serious discussion. A faculty member of such a club would know the desirable students.

Suggested contacts will be listed through consultation among Personnel Procurement Officers, Office of Operations Field Contacts, and the Training Office. A member of the Training Staff who is well qualified to negotiate in colleges and universities will visit the institutions concerned to consult the authorities, establish contacts, and to deal with other matters noted below.

Contacts must be cleared through Secret, and brought together in the Agency in the summer of their first year, to



attend the Orientation Course and to receive other indoctrination. They will be carefully briefed on what information they may give candidates.

Contacts will begin to watch those undergraduates who emerge in their junior year above a line of performance to be established locally, and in their senior year students who blossom late. Graduate students should be picked up after their first year. Students who transfer will be passed on from contact to contact.

25X1

At no time will the contact give the candidate the impression that he is being selected as a member of an elite corps, but rather that he will be given an opportunity to prove by his own performance that he is entitled to training and opportunity for advancement.

Toward the middle of the student's final year, the contact will turn him over to a Personnel Procurement Officer. The

contact will recommend a few of the best students as career selectees, and the remainder for other more specific employment in the Agency. Potential operators will be turned over immediately to the covert offices, so as not to compromise their cover. Out of any hundred selectees, no more than two will be taken from one college or school within a university, in order to avoid Ivy League concentration, and to give the program high prestige and wide range.

Candidates recommended by the contacts, and others unearthed in other colleges by Personnel Procurement, will fill out suitable applications, by which the obviously unfit will be weeded out and the others will be tested by a means to be devised by the Psychological Staff of the Office of Training, and [redacted]

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25X1

[redacted] with the tests administered by [redacted]. Since the [redacted] presently under contract with the Agency, has testing arrangements with most of the better colleges, it may not be necessary to bring the candidates together at central points.

25X1

The tests should be designed to reveal intelligence, motivation, aptitude for our work, ability to reason in appropriate problems, the psychological make-up of the individual, his knowledge of current affairs and their background, and his ability to write.

The survivors should be brought to Washington and interviewed and assessed with our current needs in mind. (The testing and assessment program is described in Tab C.)

The separation centers of the Armed Forces will be another source of selectees. Contacts should be established in each of these under the direction of Military Personnel Division. Available information from personnel files will provide a basis for preliminary screening. Subsequent assessment procedures will be developed by the Office of Training. (Tab C).

A third source of selectees will be young men and women turned up by the normal activities of Personnel Procurement. They should meet the selection criteria noted in I, and should be under 35, and preferably under 30. They will be assessed similarly to the first two groups. (Tab C).

There must be sufficient data common to all groups to permit comparison among them. Final selection from among the candidates should be made by the Office of Training after consultation with the Director of Personnel, who has ultimate placement responsibility. Training liaison officers from the appropriate offices should be consulted in cases where there is any doubt.

It is possible and desirable that some men and women whom we would be glad to take at the bachelor's level will wish to go immediately to graduate school. If they wish to study a relevant subject, they should certainly be encouraged to do so. They should not be subsidized by us, since any one who is good enough for this program will have no difficulty in obtaining a fellowship or assistantship. Others may take their military training after the Bachelor's Degree. (A proposed arrangement with the armed forces will be described in Tab B.)

### III. BASIC TRAINING

The purpose of basic training is to give the selectees the basic skills and knowledge necessary to an intelligence officer. Under present conditions, with the Table of Organization only about half full, training must be kept as short as possible, in order that the selectees may be absorbed in the Agency at the earliest possible date.

The entire course of basic training described below is at present available only to career corps selectees, but as soon as the demands of the offices become less pressing, it will be offered to all new professional employees.

The training program must be controlled and expanded in such a way that instruction will always be given by experts who are well qualified either by experience in the field, or by long study of the subject. Under no conditions will canned lectures nor teaching from a manual be permitted.

- A. Basic training for Career Corps selectees, already in operation, or to be established immediately.

1. Before selectees enter on duty, they will have been clearly informed that they are not an elite corps, and that their future in the Agency depends on their performance. Further training and preferential treatment will result only from selection through the procedures described in V.
2. The basic course for selectees will last twelve weeks and will be offered thrice yearly, July, October and March. It will be designed to give the students the following knowledge and skills:
  - a. The fundamentals of Russian, and an elementary knowledge of the Soviet area. These are basic tools under present circumstances. Students already competent in Russian will be given other language training. The mornings will be devoted to this course. (Tab E).
  - b. The fundamentals of intelligence, basic to all offices, but not special to any. They will learn the place of CIA in the total intelligence and governmental structure. They will acquire such skills and concepts as are necessary to all intelligence officers. Considerable attention will be given to the study of problems. The curriculum will include training in rapid reading and comprehension, and in precis writing, designed together to speed the processing of documents, and to improve the quality and clarity of writing. The afternoons will be devoted to this course. Either during or at the end of this course, selectees will attend the CIA Orientation and Indoctrination Course, or its equivalent. (A description of the intelligence training is given in Tab F.)
3. Throughout their training, selectees will be continuously assessed by their instructors and other members of the training office, in order to determine their quality and the type of work

for which they are initially best suited. Unsatisfactory candidates will be dismissed. (Tab C).

4. At the end of their basic training, selectees will be placed within the Agency, either in a regular or a training slot. (See IV.)
5. Proposed expansion of basic training, to be implemented as the Table of Organization fills and the demand for speedy release of personnel weakens.
  1. Elementary area programs; about three months in duration. (See VI, C.)
  2. An advanced course in Russian and other Slavonic languages for selectees who already have a basic knowledge of Russian, and courses in Semitic and Oriental languages. (See VI, B.)

#### IV. INITIAL PLACEMENT

The selectee's initial assignment is of great importance, not only in terms of his own development, but of the efficiency of the offices and the Agency as a whole.

Every effort will be made to place the selectee in the most suitable position available. His academic and other qualifications will be studied, his personality and aptitudes will be assessed, and his interests will be ascertained. His performance in basic training will play an important part in the nature and level of his placement.

Assistant Directors and their representatives will be invited to interview appropriate selectees late in the training period, and to express interest, or lack thereof, until the selectee is placed in an appropriate office and a suitable position.

If the criteria for selection and the process of recruitment were perfect, there would be no problem of placement. Since

they are probably not, provision should be made for a very few training slots in the Table of Organization of each Office, to be used for selectees, as well as for rotation of Career Corps personnel, as described below (VI). These slots will have the further advantage of taking up slack when there is a temporary lack of openings in particular categories. The Directors of Training and Personnel should be authorized jointly to place selectees in training slots, after consultation with the Assistant Director. (The necessary changes in the Tables of Organization are described in Tab II.)

No selectee may remain in one training slot for more than six months, at the end of which he must either be absorbed into the regular Table of Organization of the Office, absorbed elsewhere in the Agency, either in a regular or training slot in another Office, or dismissed at the joint discretion of the Directors of Training and Personnel. In offices where rotation of new personnel is customary, it may be found desirable to move selectees through a logical succession of training slots within the office before they are initially placed, but only with the consent of the Assistant Director concerned.

Four to six months after the initial placement in a regular slot, a representative of the Office of Training will request the supervisor of the selectee to make a preliminary evaluation of his work. This evaluation will confirm or contradict the original evaluation, selection and placement of the individual, and may lead to a change in the criteria for selection and methods of recruitment. It will provide a means of evaluating basic training, and grounds for modifying training when necessary. It will also reveal obvious misfits, who will be either moved or dismissed. (Tab U).

Once a selectee is placed in a regular slot, his future will depend on his performance. Personnel will have the same interest in him that it does in all employees, but Training, except for the evaluation first mentioned, will become interested in him again only when he emerges, if he does, as a candidate for the Career Corps after two years in the Agency. (See V).

## V. IDENTIFICATION OF CAREER CORPS

Next to initial selection, the most critical problem in the Career Development Program is the early and accurate identification of the Career Corps. The Career Corps is composed of men and women of superior ability and performance and includes specialists, who are outstanding in a single office, and generalists, who are willing and able to fill important executive positions that involve the whole Agency in one way or another. (A more detailed discussion is given in Tab I.)

- A. All Agency personnel in grades from GS-9 through GS-13, who have been on duty for at least two years, and who are under 45 for the first year this program is in operation, and under 40 thereafter, will be studied annually by Personnel to identify those who have high potential for Career Development through further training and rotation.

The group, GS-9 through GS-13, is of manageable size and is capable of close study.

Justification for these grades: Professional personnel who have not advanced to GS-9 in two years under current practices of promotion, are of low potential. It is further assumed that GS-14's and above are already careerists, well established and professionally competent, so recognized by their superiors, and for whom further training may be desirable; or else fall into categories that would make further training impractical or unnecessary, that is:

1. Too old to profit from training
2. Mediocre or incompetent
3. Outside experts, here for emergency only

Nevertheless, for the first year that this program is in operation, it will be necessary to study personnel GS-14 and above, to determine which of them should be considered members of the Career Corps.

B. The Career Corps will be identified as follows:

1. Appraisal by supervisors will be combined with age and grade, and graphically represented, to reveal those who stand out. (Detailed discussion of this procedure will be found in Tab I.)
2. The preliminary group thus selected will undergo testing and evaluation designed to reveal:
  - a. aptitude potential for improvement;
  - b. intelligence, aptitude, and personality;
  - c. knowledge of the intelligence process;
  - d. ability to work from evidence in an intelligence problem;
  - e. knowledge of current affairs, together with historical and economic background; and
  - f. ability to learn languages

(The procedure will be discussed in Tab J.)

For two years, or until the career program is accepted by the Agency, and particularly by the Assistant Directors, who will lose some good men from their offices, it will be necessary to permit all employees GS 9-13 to take the tests if they wish, as a check on the evaluation. Allowance must be made throughout this process for different levels of performance at the various grades and by persons with different kinds and amounts of service.

3. On the basis of the evaluations and the tests, a small group of potential generalists will be selected by Personnel, who will appear before a Board of Examination and Review (Tab I, Section A), composed of the Director of Central Intelligence or his representative, the Director of Training or his representative, the Assistant Director of the Office involved or his representative, the Director of Personnel or his representative, and other appropriate persons. The board, through interviews and any other means it wishes to employ, will make a final judgment and will



in particular seek to identify the Generalists (C, h). Employees who are obviously well qualified specialists need not appear before the Board.

- C. The successive steps in the process of evaluation, testing and assessment, and interview will divide personnel into five principal groups:
1. Those who should be dismissed for inefficiency.
  2. Those who should be transferred to other slots, more suited to their aptitudes.
  3. Those who are satisfactory in their present positions, but whose potential or age do not justify further training or rotation.
  4. Specialists who are highly satisfactory in their present position, whose desires and aptitudes indicate that they should stay in that sort of work, and whose potential justifies further training and promotion. Some of this group may become Assistant Directors, but they will remain in their original Offices.
  5. Generalists who are highly satisfactory in their present positions, but whose aptitudes and interests justify extensive training and rotation throughout the Agency, to prepare them for Agency-wide jobs; and other positions of great responsibility.
- D. The specialists and generalists are the Career Corps. Selection for the Career Corps does not mean immediate promotion, but greater opportunity.

## VI. TRAINING OF CAREER CORPS SPECIALISTS

The purpose of career training for Specialists (V,C,h) is to improve their efficiency and range in the offices in which they work and to which they will return. Assistant Directors may rest assured that personnel released for training as Specialists will return to their office of origin, and that they will be at least partially replaced by other members of the Career Corps rotated into their office from other offices, or by selectees. The proposed training slots in the offices will be used to facilitate rotation (Tab H). Since some specialists will become Assistant Directors, a broad variety of training will be made available. Programs will be tailored to individual needs.

The training may be designed to impart new skills and knowledge, to refresh and improve existing skills and knowledge, or simply to get the individual out of a rut by a change of environment and concentration. The last will be of particular value to analysts, scientists and librarians, who are likely to fall into habits and attitudes of mind that are not necessarily the most productive. Training for Specialists will be arranged individually, after consultation and agreement with the Assistant Director and his Board of Review (Tab I, Section A).

Some of these objectives may be accomplished by training courses already existing or to be established within the Agency. Others may best be achieved in universities, industries or other government agencies, or by travel. (A sample plan of rotation and training is discussed in Tab K.)

- A. The advanced intelligence course will be of value to nearly all in this group, particularly the less experienced (Tab L).
- B. The simplest problem is the acquisition of a language. When there is considerable demand for a language, instruction can be handled most economically by arranging with an institute or university to set up the required language training for the group. Language training will be set up within the Agency for those

who cannot be trained outside because of the demands of their duties here, or because of security. In the case of languages for which there is scattered demand, instruction can best be arranged through outside institutions, preferably local, on an individual basis.

The best way to study a language is full time, with complete leave of absence from other duties. Compromises may be made, but only at the cost of efficiency and speed (Tab M).

- C. Somewhat more complicated is the problem of area study. Two elementary area programs should be established, preferably in local educational institutions, or within the Agency; one on the European orbit of the USSR, and one on China and the Far East. For more advanced study, and for study of other areas, trainees must be sent to academic institutions. Existing resources are being studied, with the help of the Social Science Research Council. In a very few cases, such study may be accomplished in a summer session, but in most instances, an academic year or even two will be required (Tab P).
- D. The Office of Scientific Intelligence has a particular need for a program on Soviet Science, combined with area study, and the effect of science and technology on international relations. This question is being studied. The purpose may be accomplished in or out of the Agency. Such a program should also be useful to the Office of Research and Reports (Tab P).
- E. A course on economic intelligence, and its use in support of economic warfare and operations will be developed.
- F. Scientists, economists, and other specialists will be sent to universities, either as students or as research associates, to increase their substantive knowledge, or to carry out research, or simply for professional re-freshing (Tab P).
- G. In many cases training in an industry, foundation or laboratory will be more useful to scientists, economists, and other specialists than university training (Tab P).

- H. In some cases, travel and study in an appropriate and feasible area will be the most desirable program, whether for training or refreshing. This might sometimes be accomplished through rotation in one of the operational offices (Tab K).
- I. Rotation within the Agency, through use of training slots in the offices, will be desirable in cases where the work of an individual is or will be closely connected with that of another office, but in all cases the purpose of such training will be to make the trainee more competent in his own office, to which he will return (Tab K).
- J. With the cooperation of Office of Scientific Intelligence, short courses in the present knowledge and capacities of Soviet scientists in the various fields, and of the present and potential capacities of Soviet weapons should be established, not only to increase knowledge, but to overcome some of the superficial contempt for Soviet science that is current. These courses should be open to personnel from other intelligence agencies.

#### VII. TRAINING OF CAREER CORPS GENERALISTS

Generalists (V,C,5,) are those very rare individuals who have the capacity to bring together many aspects and branches of the intelligence problem and organization, and wish to do so. Their need is not for specialized training, but for increasing areas of responsibility and experience on the one hand, and for rotational experience within the Agency, as well as in other intelligence agencies and other governmental agencies which have mutual intelligence needs.

Whereas the purpose of Specialist Career Training is to produce better Specialists, there is considerable doubt that any particular effort should be made to improve the special skills of the Generalists, excepting to broaden their language ability,

increase their first hand knowledge of important foreign areas, and to give them enough experience in the various offices of the Agency and other intelligence agencies so that they can understand their products, and know their limitations and capacities.

Therefore, while a high percentage of this group will have benefited as Specialists from the sort of training described in VI, before they have been identified as Generalists, an entirely new emphasis must subsequently be placed on their career development. The purpose of their training is to produce Directors of Central Intelligence, Deputy Directors of Central Intelligence, Assistant Directors, and Deputy Assistant Directors, assistants to the Director, members of the National Estimates Board and other key people. (A sample plan of rotation and training is presented in Tab N.)

- A. On the academic side, the first need is for a national intelligence course, not only for this group, but for the personnel of other intelligence agencies (Tab R).
- B. Generalists should be rotated throughout the Agency, by means of training slots (Tab N).
- C. They should also attend the National War College, Naval War College, industrial college, participate as members of the Staff of, or attend the General Staff and Intelligence Schools of the Armed Forces and the Foreign Service Institute of the State Department (Tab N).
- D. During, before or after the period of rotation within the Agency, trainees should serve long enough (at least one or two years) in one or more of the intelligence or operational agencies of National Security Council Staff, State, Navy, Army, or Air Force to understand their methods and objectives.
- E. Time should be given the trainee for study of foreign intelligence systems, both friendly and unfriendly. Materials in the possession of the Agency will be made available through the Office of Training.

At the end of the period, the trainee should be ready for positions of great responsibility on the level of Deputy Assistant

Director and Assistant Director, and after experience on that level, to serve on the immediate staff of the Director or Deputy Director, and finally for Deputy Director of Central Intelligence and Director of Central Intelligence.

Note: Jobs in the Agency fall into four categories: technical, administrative, overt analytical and research, and covert operations and collection. Specialists should be rotated within one of these groups, but not among them. The above has been written on the assumption that it is possible to find Generalists capable of understanding each office, though not necessarily of specializing in its work.

TAB A

**SPECIFIC CRITERIA FOR INITIAL SELECTION**

TAB A

SPECIFIC CRITERIA FOR INITIAL SELECTION

(Figures based on Agency needs and on information supplied by Assistant Directors.)

Out of any group of 100 selectees, there should be about:

- 38 College graduates with fields of concentration that bear some relationship to reality. Of these:
  - 24 should be potential operators
  - 4 should have unusual language training
  - 10 should be able to type
- A few should be administrators.
- 5 Engineers, with some experience in production
- 7 LL.B.'s, preferably with undergraduate majors in Social Sciences, Area Studies, or International Relations. A few should be administrators.
- 50 Ph.D.'s or graduate students who have not completed the Ph.D., but have progressed far enough so that they have actual research training and experience. Of these:
  - 4 in Political Science, Sociology, History or International Relations
  - 7 in Economics
  - 12 in Area Studies
  - 3 in Modern Languages
  - 5 in Physical and Biological Sciences
  - 19 in these or other fields, provided they have strong contemporary interests, and are interested in concrete questions



In view of existing shortages, the numbers of economists, scientists, and area specialists recruited for the coming year should exceed these figures.

TAB B

LIST OF INSTITUTIONS IN WHICH CONTRACTS  
SHOULD BE ESTABLISHED

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TAB C

TESTING AND ASSESSMENT OF CANDIDATE SELECTORS

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It is not contemplated that [ ] will find any great difficulty in setting up an orderly and efficient schedule of testing programs throughout the country three times each year. Perhaps during the first year there will be a slight amount of confusion, but during the following years the testing programs should prove of no great difficulty, especially if there is someone in the Office of Training designated to coordinate [ ] activities. Their big job will be to develop, revise, standardise, and validate tests, questionnaires and techniques related to the objective testing program. They will need to expend considerable effort in this direction during the first two years. After this, they will have to devote substantial numbers of research hours each year to keeping the tests, questionnaires and techniques up to date by incorporating research findings in the battery. If the job is properly done, more or less as outlined, CIA will have a more comprehensive and objective battery of tests than is being used by the Foreign Service or any of the military services. In terms of economy, it would mean that the Assessment Team would not waste their more expensive man-hours in assessing candidates who are unqualified for CIA.

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## II. ASSESSMENT PRIOR TO FINAL SELECTION

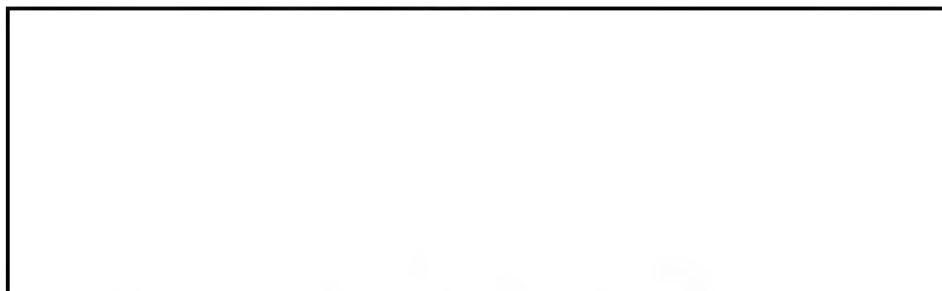
During World War II the British developed, through the War Office Selection Boards, a new type of scientific personnel selection known as assessment. In the War Office Selection Boards the person being assessed was asked to carry out a variety of practical problems in real-life situations. He was observed and tested by military officers, psychologists, psychiatrists and the commanding officer of the Selection-Assessment School. Prior to the establishment of the British Selection-Assessment School, five out of ten persons failed to successfully complete training schools in Scotland, even though these prospective intelligence officers had been presumably well-screened by their recruiters. After the establishment of the Selection-Assessment School, through which students were required to go before entering training, only one student out of ten failed to complete the course successfully.

**A. Purpose and Principles**

It is planned to use a modified and limited set-up in the Office of Training to assess candidate selectees for important psychological qualities which cannot be tapped by means of paper-and-pencil objective-type tests. The testing program will be used to measure the candidate's mental and intellectual fitness for research; the assessment will reveal his psychological fitness for executive and operational posts. The assessment procedures will attempt to measure characteristics of the applicant such as:

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These and many other characteristics, which will be observed in the assessment process, are important in the training and placement of a person in this Agency.

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#### B. Procedures

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The Assessment Team will study the [redacted] results on the applicants prior to their assessment, including the statistics and test profiles, the Biographic Questionnaire and the Written Interview Questionnaire. The psychologist on the Assessment Team will study and analyze all the findings on the applicant and before the applicant's arrival will lay out as far as practicable an assessment program for him to take into account his special interests, attitudes, motivations and work skills. The candidates will be assessed in groups of four to six, over a period of two days. The two-day assessment program will be generally as follows:

##### 1. First Day

- a. Group briefing on the nature of the two-day program.
- b. Individual preliminary interview with the psychologist.
- c. Group Discussion: The applicants, sitting informally around a table, choose a topic of current interest and discuss it.



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The rest of the day is spent by the applicant in talking with staff members of the Office of Training, the Personnel Division, or with members of other Offices who have definite interests in the applicant's skills and potential. During this time administrative matters and medical examinations can be taken care of.

It should be emphasized that the assessment program is highly flexible so that psychologists can devote more

individual attention to the important or difficult cases. In those cases where it does not appear likely that the candidate will qualify as a selectee, the candidate will be referred during the second day to Personnel Procurement for possible placement elsewhere in the Agency. If this cannot be arranged during the second day, it will be done during the third day, if the candidate is able to stay over.

In some instances the Assessment Team will have to carry out its program away from Washington to suit the convenience of applicants, but as much as possible the assessments should be done in Washington.

Within forty-eight hours after completion of the assessment program a coordinated, staff assessment report on the candidate will be sent to the Director of Training to aid him in (a) making the final decision on the candidate's selection, and (b) working out a training program to develop the candidate's potential most effectively. This assessment report will also be used later by the chief instructors and the evaluation psychologist to plan further training for the selectee.

TAB D

ARRANGEMENTS WITH ARMED FORCES FOR  
TRAINING OF SELECTEES

TAB D

ARRANGEMENTS WITH ARMED FORCES FOR TRAINING OF SELECTEES

This Tab will be written when negotiations with the Department of Defense are successfully completed.

TAB E

LANGUAGE PROGRAM FOR SELECTEES

—

Approved For Release 2006/08/31 : CIA-RDP86B00269R000300100001-6

- (3) Active non-cognate vocabulary for everyday life situations - approximately 400 words.
- (4) Passive recognition knowledge of cognate vocabulary - newspaper level, 700 words.
- (5) Essential verbs and declension forms.

D. Objectives

At the end of this period, the average student should be able to use the spoken language with reasonable fluency, and with oral accuracy so that he can be readily understood. His oral skill will be limited to everyday life situations, with a spontaneous active vocabulary of some 400 words. His auditory recognition skill should be much broader, covering possibly 750 words.

E. Follow-Up

After this foundation course, selected students should be directed to continue their language training at the rate of five weekly hours of laboratory drill in the CIA Language School Laboratory to increase their skill in the use of the spoken and written language. One additional hour per week should be provided for remedial and corrective linguistic analysis. If this in-service internal training program is continued at the rate indicated for about 18 months, the student should have a good active command of the language.

In-service training can be focused on the acquisition of specialized terminology in various technical fields to be established in consultation with the several offices.



TAB F

THE BASIC TRAINING PROGRAM OF THE CIA  
INTELLIGENCE SCHOOL

TAB F

THE BASIC TRAINING PROGRAM OF THE CIA INTELLIGENCE SCHOOL

A. DISCUSSION

The basic training of this school is designed to give the selectee the knowledge and skills basic to intelligence. The program will remain flexible, so that it may be tailored to suit the needs of each new group. The early courses cannot turn out finished Intelligence Officers. The graduates will enter their jobs better prepared than heretofore.

B. PROGRAM

The program will consist of:

- (1) Necessary lectures on orientation, mission and security.
- (2) Structure of U. S. Government and CIA'S role therein.
- (3) Missions of Intelligence Advisory Committee Agencies.
- (4) Organization of CIA.
- (5) Lectures on the World Situation, Foreign Policy, the Soviet Government, History, etc.
- (6) Methods employed in intelligence.

The tentative twelve week program will be interspersed with problems and training films, and selections for readings in foreign languages.

TAB G

EVALUATION OF SELECTEES DURING BASIC TRAINING

TAB GEVALUATION OF SELECTEES DURING TRAINING

Each selectee will be subjected to a running evaluation during Basic Training in order to systematize, verify and extend the knowledge of his aptitudes obtained by testing and assessment prior to his employment (Tab C), and to determine his potential so that he may best be trained and placed. Within six months after a selectee has been placed, his supervisor will be asked to evaluate him.

A. Evaluation During Training

The Evaluation Psychologist, the Chief Instructor, and the Instructors will periodically rate each student in terms of performance in courses, personality, and ranking in comparison with other students, in order to determine his outstanding strengths and weaknesses.

The following rating system will be used:

<u>Ratings</u>	<u>Definitions of Ratings</u>	<u>Percentile Equivalents</u>
Superior	: An extremely outstanding performance	93-100
Excellent	: An outstanding performance, definitely above average	85-97
Satisfactory	: Requirements met without distinction	50-84
Mediocre	: Minimum requirements barely met	16-49
Poor	: A deficient performance. Infinitely below average	3-15
Failure	: An extremely deficient performance	0-2

NOTE: The derivation of the ratings from the normal distribution curve does not imply that the students would be marked "on the

curve" -- which is an arbitrary statistical interpretation of human variability. The students will be rated in terms of their ability to hold career jobs in the Agency. In some classes it is conceivable that all students will qualify. It would be spurious, therefore, to fail some of them merely to conform to the iniquitous practice of marking on the curve.

Students rated low will be carefully studied to determine whether they can be improved, or should be dismissed.

A final evaluation will be sent to the Director of Training, and will be used as one of the bases for initial placement.

**B. Evaluation after Initial Placement**

Supervisors of selectees will be asked to evaluate them from four to six months after initial placement. The evaluations will be studied by the staffs of the Office of Training and Personnel, as a check on selection, training and placement. Selectees who present a problem at this stage will be carefully studied, to determine whether they should be placed in another position, or dismissed.

If a selectee undergoes an important change of position in his first two years in the Agency, a similar evaluation will be made from four to six months after the change.

TAB H

NUMBER OF TRAINING SLOTS TO BE ADDED TO T/O  
OF EACH OFFICE

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TAB I

IDENTIFICATION OF CAREER CORPS; CAREER  
MANAGEMENT PROGRAM



Tab IIDENTIFICATION OF CAREER CORPS: CAREER MANAGEMENT PROGRAM

In this study of career or management development there is carried forward the conception of a limited and elite group implied in General Smith's letter to The Honorable John McCloy, 17 March 1951. Its procedures and techniques are directed to the identification of the Career Corps. The ticket of admission to the group is demonstrated ability on the job. The following are proposed:

1. The formation of a Board for Examination and Review at the Director-Deputy Director level of the Agency and Boards of Review at the Office level. (Section A)
2. Annual appraisal of employees by their supervisors and/or associates (Section B) to take place against developing job-performance requirements (Section C).
3. Restriction to non-clerical personnel in the GS 9-13 level inclusive, i.e., the most likely career group. The rationale for this position is set forth in Section D.
4. Emphasis away from rating (the Civil Service concept) and directed toward what the employee can do and what may be done to improve and prepare him or her for higher level service.
5. The first step objective is to train and ground supervisors in appraisal technique; the second step objective is to identify pools or inventory of "Potential" (see Section E) for discussion of possible application of the duPont Company "skimmer chart" technique; with the final objective, a job-rotation program (Section C, 2) for identified potential as and when the tight manpower condition can be relieved.

Given the manpower shortage of today, it is felt that this Agency can ill afford either inadvertently, or more important

through lack of training, to overlook the "potential" now on board. In addition the program should benefit morale, aid recruitment, and sharpen-up the application of training facilities (Section F).

This study has grown out of the consideration of some ten or twelve comparable industrial plans, those of Air Force and Navy; and a review of certain "status and efficiency" and other reports in being or contemplated in the Agency (Section G).

It is recommended that the program be administered by a Career Development Staff, and that a man, experienced in this field, be brought in and supported by an adequate staff.

The tie-in of this program to the Career Corps Selectee Program and to Personnel IBM card system is set forth in Sections H and I.

#### A. Board(s) of Examination and Review

A first requirement for success of the program is active top echelon support. This requires that the Front Office and the Assistant Directors on whose Offices the program hinges understand the objectives of the program and give it their backing.

With this backing forthcoming, it is proposed that a Board of Examination and Review be formed at the Director-Deputy Director level of the Agency. This top-level Committee would sit annually. The function of this Board is set forth in Section V, B, 3 of the Discussion.

Below this Board each Office will have its Board of Review. Its Chairman could be the Deputy Assistant Director; the Training Liaison Officer of each Office could be Secretary. These boards will sit as need arises.

The function of these boards, working with the Career Development Staff is:-

1. Develop broad requirements for effective performance at those levels of administrative, professional and

technical competence contemplated in the proposed program. The objective: a more complete understanding of the fundamentals which make for superior performance in each category and at each level of effort.

2. Measure the individual against the job requirements of the level in which he operates and at the next higher level.
3. In cooperation with the Office of Training, acting through the Training Liaison Officer, develop improved training procedures and applications.
4. In cooperation with the Office of Training and Personnel, to plan logical Divisional, Intra-Office and Inter-Office rotational circuits and promotions.

It is believed that the effect of the proposed board structure would be to stimulate recognition and development of ability.

## B. Appraisal

### 1. Appraisal and Proposed Application

The proposed procedure and technique of periodic appraisal of an employee by his supervisor is deemed primarily a managerial tool to be line administered. It follows, then, that the method should be:

- a. Geared to and reflect the peculiar problems of the Agency and its individual Offices; and
- b. Decentralized, i.e., the supervisor limited to an appraisal of those he knows or has contact with personally.

### 2. Appraisal Techniques

The purpose of varying appraisal techniques is identical: to force the supervisor to think in an orderly fashion

about the people under him, to the end that the appraisal may be meaningful.

In technical jargon the appraisal must be valid, i.e., an accurate measure of the abilities it is supposed to measure, and reliable, i.e., measure the same ability consistently. Actually appraisals are likely to be inaccurate, stereotyped and exhibit "halo effect", i.e., a favorable appraisal stemming from personal predilection rather than from objective analysis.

In an effort to reach objectivity two techniques are currently developing, the Appley technique and the "forced choice" technique.

The Appley technique is employed in the Detroit Edison Plan. Here, some four supervisors who know the individual and his work sit as a panel, with a representative of management development staff sitting-in as coach and moderator.

In the forced choice technique the supervisor is forced to choose between two or more statements as most or least descriptive of the individual. Rating as to determinate traits or characteristics is then derived by statistically weighting the responses to the many alternates. The end product is, theoretically, an accurate and valid appraisal in which "halo effect" and other aberrations are eliminated.

This technique, unfortunately, has the disadvantage common to all codes (it employs a code in the form of a statistical weighting), i.e., it loses its effectiveness when the code is broken. In practice this happens. Supervisors sooner or later become aware of "pay-off" alternates and are guided accordingly.

For these reasons the forced choice technique is rejected here, as is the panel or Appley technique, largely because it would appear that the staff work required would be prohibitive.

### 3. Appraisal Form

The ultimate appraisal or evaluation form to be used in the Offices will be worked out by the Chief of the Career Development Staff supported by competent technical help and in cooperation with the Offices, working through the Training Liaison Officer, who as suggested above, would be a member of the Board of Review of the Office in question.

There is attached herewith, however, a proposed form. The thinking behind it is based on the thesis that validity, reliability, and lack of "halo effect" can best be achieved by tying the appraisal closely to specific job requirements both at primary and advanced levels of competence; a practice which has found expression at primary levels in practice in the covert offices (Form 51-53, Status and Efficiency Reports).

The form itself is the best exposition of the general technique proposed. The form is to be regarded as a prototype of general method; it is to be expected that the form, in its detail, will be modified and refined in practice.

The form has been geared to current Navy procedures of rating the individual, not as excellent, average, etc., but as adjudged in the first 10%, next 20%, middle 40% etc., compared "with all others of the same" grade and job family "whose professional abilities are known to you personally." It is felt that this technique again contributes to the objectivity of the appraisal.

Another feature of the proposed form is that rating the individual (in the middle 40% etc.) acts as a coordinate point on a scale. It is believed that this technique has certain advantages:

- a. The employee's performance and potentiality show up visually as a profile.

- b. A current appraisal can be compared with a prior appraisal by tracing the prior profile and superimposing it on the current profile.

As the profile is placed on a scale which is virtually 1% to 100%, it is possible that an aggregate of scale points can be arrived at. This aggregate of points might be used as a "bonus" factor which might make possible the application of the skinner technique. (See Section 2.)

(Note: The question might properly be raised: why has not one of the more orthodox Executive Development appraisal forms been adopted. The reasons are two (a) the more objective the job criteria the sounder the appraisal; and (b) it is felt that the usual forms lack validity in life, i.e., they portray the myth of the successful man as conceived by men of success.)

#### 4. Appraisal of Employees

It is proposed that the appraisal of any employee be based on the joint opinion of at least two men who know the man and his work. Where this proves impractical, it is suggested that the individual be asked to appraise himself on the identical blank form. The supervisor may then compare the appraisal with his own. Any variants would be adjusted in a subsequent discussion with the employee (see 5 below).

The single appraiser, i.e., the immediate supervisor (as proposed in the Francis report) is not believed to be in the interests of Agency morale. Regardless of the fairness and objectivity of the supervisor, the employee derives far more confidence if more than one individual sits in judgment on him.

#### 5. Discussion of the Appraisal with Employee

The appraisal should be discussed with the employee. Thus the individual is given a chance to express his

interest in advancement and to give his opinion of his own training needs. In this discussion, however, no promises should be made to any individual or participant in the program.

This discussion and interplay between supervisor and subordinate helps bring out the individual's good qualities and his training needs, and thus enables a supervisor to discharge his primary responsibility, i.e., that of developing people entrusted to his care. As experience tends to confirm the observation that employees supervise as they have been supervised, this procedure should ultimately benefit the whole organization.

Practically it is just at this point that the whole appraisal process can be slanted away from a rating concept and directed toward determining what the individual can do and what training can do to improve the individual and prepare him for higher level service.

#### 6. Time Elements in Appraisal

Appraisal will take place annually.

### C. Job Performance Criteria and Rotational Circuits

#### 1. Job Families

One of the primary requirements for success of the proposed program is to:

- a. Establish at the primary (junior) level broad job families that exhibit comparable performance criteria.
- b. Develop specific criteria for effective performance in each broad family at the primary level and at succeeding levels of competence and responsibility within the Agency.

The objective here is a basic understanding of the real qualities that make for superior performance. Civil Service job descriptions are written primarily to justify certain GS levels, and are not always helpful.

It is believed that a hopeful start has been made toward these requirements in the job families and job requirements which find expression in the proposed appraisal form (Section B). It is anticipated that the Boards of Review (Section A) working with the Career Development Staff will be instrumental in further developing and refining these criteria. This growth will take place through:

- a. Further study of the education, experience and knowledge requirements in job families and for comparable jobs.
- b. A statement from each member of a supervisory group of the requirements to perform his job effectively; and of what he requires in performance from other supervisors who may be reporting to him.

Answers to such studies, edited and sifted by the Boards of Review might well contribute to a more objective understanding of job performance criteria.

It is, of course, far easier to call for meaningful criteria than to produce them, particularly as one proceeds up the scale of competence. Yet appraisal in the absolute or in vacuo results in a lack of objectivity and induces a fuzzy frame of reference in the appraiser.

The development of specific and adequate criteria, then, is vitally important to the success of this program.

## 2. Rotational Circuits

The defining of job families, as proposed above and in the suggested appraisal form (Section B), is a first



step in determining logical rotation circuits. Thus it appears illogical, at junior or even senior levels, to rotate to an analytical-research job an individual appraised as basically an operational type. It is only at higher echelons of competence and responsibility that such rotation becomes feasible and fruitful. The device suggested in the appraisal form, in which rating on the basis of additive qualifications required for higher levels of competence, will, it is hoped, prove a useful tool in determining fruitful rotations.

Much further study will be required in this field. Such study and the identification and fixing of sound job rotation circuits is a function of the Boards of Review, the Career Development Staff, and the Office of Training.

## I. Application

### 1. Discussion of Application in Depth

This program should be restricted to the GS 9-13 level of non-clerical personnel. Again the thinking behind this proposal is that of restriction to a career group in line with General Smith's conception.

The rationale for the selection of the GS-9 level, as the lower limit in this program, follows.

As one goes down the employee pyramid in a program of this kind, a law of diminishing return sets in. More and more appraisals are required but the chances of uncovering "potential" are not proportionately improved. What one is really doing is spending current funds (as a measure of effort) for a hoped-for future return. By restricting the program to the proposed group, the Agency is assured maximum return on effort expended.

Many a program of this kind has been smothered to death by its own weight. The proposed application cuts down weight. Method in this technique is only refined by trial-and-error. The approach herein proposed means

that method can be refined at a relatively low cost. If and when feasible and desired the program can always be extended up or down the pyramid.

## 2. Time Elements in Peaching Grades

An analysis of the time elements involved in average personnel progression or rise within the Agency shows the following: (These statistics are an educated guess by Personnel and must be substantiated by further analysis.)

<u>To Rise From</u>	<u>Average Time</u>	<u>Assume</u>
GS-5 to 7	6 to 8 mos.	0.5 yrs.
GS-7 to 9	12 to 18 mos.	<u>1.2 yrs.</u>
GS-5 to 9		2.0 yrs.

The GS-9 level embraces Journeyman Intelligence Officers, Research Analysts and other comparable professional personnel. All operative supervisors and administrative officers are above this level. While many trainees for professional jobs are brought into the Agency at GS-5, the rise to GS-7 is rapid; some 6 or 8 months on an average.

This program is built around two theses (a) that the price of admission into the Career Development Program should be on-the-job survival ability, and (b) that the program is directed toward the really able. The period of 1.2 years for the GS-7 inductee and 2 years for the GS-5 inductee appears a reasonable time element for any individual of career potential to reach the pick-up point, i.e., GS-9, (it is proposed that the Career Corps Selectee will enter the organization and, after initial training, be forced to demonstrate by on-the-job performance an ability to survive and advance for a two-year period). Theoretically, therefore

the proposed "in depth" application of this program is ethically justifiable.

### 3. Number of Employees Involved

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25X9

Based on Personnel figures (somewhat tentative at this time) it is estimated that there are approximately [ ] employees in the GS 9-13 level. There are approximately [ ] on board (deep cover is excluded from all these figures). Hence the Career Development Program contemplates embracing a proximately 30% of Agency personnel. As a check point, based on comparable personnel, industrial companies tend to cover some 20% of their employees in comparable programs.

### E. "Skinner Chart" Theory

The duPont Company "skinner chart" technique is really an adaptation of the age-in-grade idea of the services slanted toward a constructive purpose rather than toward a negative one (elimination).

In the duPont technique, all employees who receive an annual compensation (including bonus) in excess of a predetermined amount are for each age arrayed in a descending order of compensation. These arrays permit the identification of a compensation point at each age that selects or "skins" a specified percentage of the arrayed employees; say 30% of those arrayed at age 30, etc. Specified percentages are decreased as age increases.

There results a scatter diagram of "selection points" from which is derived a "Selection Line" by visual or mathematical processes. This is a total company line (it is based on all employees above a predetermined level). The company selection line is used on the departmental charts. This makes it possible to judge departmental experience against the background of total company experience.

In this technique all individuals above the selection line are "potential" for higher responsibilities and advancement. They are the duPont Company's career corps.

Possible Adaptation to CIA

A characteristic of industry is (1) a rapidly rising salary scale (2) little tendency for salaries to cluster at a given dollar level, and (3) salary scale which is made to rise even more rapidly by corporate bonus systems. Government employment is just the opposite. The salary scale is greatly compressed; there are clusters at each GS level; and the age groupings appear much less defined.

Given these difficulties, the primary question is whether the technique exhibits validity when applied to CIA personnel.

To test this, a pilot plant run was made on 873 names, GS 9 through GS 14. Any individual was deemed "potential" and marked for examination on the following basis: at GS 9 if 26 years old or under; at GS 11 if 28 years or under; at GS 12 if 31 years and under; at GS 13 if 33 years and under; at GS 14 if 37 years and under. This resulted in 115 names (had application of the duPont Company's decreasing skimmer percentage been made there would have been 198 names).

These names were then shown to a senior executive with broad experience and contacts in the Agency. This officer's review indicated that this age-grade technique was a valid identification of potentiality.

The primary obstacle to adapting the duPont technique in its entirety (i.e., skimming a designated top percentage at each age level to produce a Selection Line) lies in the clusters of personnel at each GS level. Possibly this difficulty could be met by the introduction of a "bonus factor", stemming from the proposed year-end appraisal. The effect would be to break up the personnel clusters and make possible the skimmer technique.

An adaptation of the skimmer chart technique to this Agency would give the Director of Central Intelligence, his Deputies and the Assistant Directors a most useful administrative tool. It is recommended that further study be given to this technique and that, following the proposed year-end appraisals, an attempt be made by the introduction of a valid "bonus factor" or by other means, to adapt the technique to CIA career identification.

## F. Benefits of Program

Three and possibly four methods are envisaged here by which to identify potential in CIA: (1) by tests and assessment, (2) by competitive examinations, (3) by appraisal, and (4) by skinner technique. In many of its phases the program begins with a sharpening-up, extension and more conscious application of things (size-up and thought of potential) which have been done in the past. These benefits should flow:

1. Ability on board is less likely to be overlooked or fail to reach its "potential" and waste of talent will be reduced. Incompetence will be exposed.
2. Agency morale should be improved, possibly also recruitment. Men and women will know that if they can demonstrate ability on the job, they will be watched for promotion.

Beyond these benefits is the important one of training. Out of consideration of job requirements for broad levels of competence, there can be obtained a clear picture of what training can be expected to accomplish. If the training requirements of the Office can be pin-pointed, with tailored programs made possible for the individual or small groups who have similar needs, the ground-work is laid for the greatest usefulness of the training Office.

However, a note of caution must be sounded. One must not lose sight of the fact that each of the techniques herein proposed is fallible and that all represent an art that is fluid and inexact at best. For this reason, reliance has been placed on several methods, since, while one alone might fail, it is unlikely all methods would fail.

It is to be expected that this program will encounter many difficulties. They all do and thus they experience a high mortality. These difficulties and this possibility will not be absent in this Agency. Success, if won, will only stem from a high measure of high level support, together with extremely adequate and competent staff work.

G. Review of Management Development Plans in Industry and Elsewhere

The Agency has not been unminful of development procedures. There was high-level consideration of the problem some years ago. Introduction was opposed on the grounds of the lack of an IBM system (since corrected), and in addition it was thought that the manpower deficiency militated against application.

Agency experience in the past has been studied, and the plans of some ten or twelve industrial companies, and of one consulting engineering firm for its professional staff; the Officers Fitness Report of the Navy, and the report of Officer Effectiveness of the Air Force have been examined.

H. Tie-In to Career Corps Selectee Program

The Career Corp Selectee Program is, in effect, a high-level "potential" recruitment program, coupled with a basic educational or training effort to ground the individual in intelligence and area. It is proposed that at the end of an initial course, the participant be assigned to one of the Offices.

It has been the general experience of industry that college recruits are accepted by the line organization if there is faith in management's ability to weed out poorer recruits. Under the contemplated plan, selectees would be forced to demonstrate a survival value and an ability to rise, in the usual manner and on the job, in order to be picked up at GS 9 level in the proposed Career Development Program. This would appear to meet effectively any criticism of "favoritism" in the Career Corps Selectee Program.

I. Tie-In to IBM Control

The various "potentialities" of administrative, professional and/or scientific personnel identified in the Career Development Program; pertinent data relating to significant education; area experience, the employee age and "age-performance" index, etc., can be easily carried on Personnel's IBM records. In conjunction with the Offices, other pertinent data could be developed in as much detail as desired. Staff would work this out with the Boards of Review.

TAB J

EVALUATION OF OUTSTANDING CANDIDATES FOR THE  
CAREER CORPS

TAB J

EVALUATION OF OUTSTANDING CANDIDATES FOR CAREER CORPS

Employees who stand out after appraisal by supervisors will be examined through tests and evaluation, as outlined in V, E, 2. Those who have entered the Agency through the Career Selectee Program (I-IV) will already have been subjected to intensive testing and assessment, but some older employees, and some who have entered the Agency through other channels, will not have.

For the first two years of this program, any employee who wishes to take the tests may do so, regardless of the appraisal by his supervisor. This will serve as a check on appraisal.

The problem is being studied in the Office of Training.



**TAB K**

**ROTATION PLAN FOR CAREER TRAINING - SPECIALISTS**

Tab K

ROTATION PLAN FOR CAREER TRAINING - SPECIALISTS

I. DEFINITION

For the Career Training program a Specialist is defined as a person so designated by the Board for Examination and Review (Section V, B, 3 and C, 4.)

On the basis of selection standards that the Board will employ, a Specialist will:

- A. Be a professional intelligence officer
- B. Be in grade GS-9 or higher
- C. Be, when selected, probably in age bracket mid-twenties to mid-thirties. However, this age bracket is not an absolute requirement (Section V, A)
- D. Have been on duty in the Agency at least two years
- E. Have completed his basic training or the equivalent
- F. Be highly satisfactory in his regular position
- G. Have potential to justify training and eventual promotion to the level GS-14 or higher
- H. Be, on the basis of desires and aptitudes, suited primarily for career employment in his present Office (for example, Office of Research and Reports, Office of Scientific Intelligence, etc.)

At any point in his career a Specialist may have his designation changed by the Board for Examination and Review to that of Generalist (defined in V, C, 5 and Tab N).

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## II. AIM OF ROTATION OF SPECIALISTS

A basic requirement for any Specialist training program is that the Specialist will return from training to his own office for permanent employment. Consequently, the aim of all his training must be to improve his competence in and usefulness to that office.

## III. SCOPE OF ROTATION PLAN

Depending upon the mission and needs of the individual office, a Specialist may be rotated through training leading to competence in any or all of four major fields:

- (1) Operational
- (2) Administrative
- (3) Analytical - Research
- (4) Technical

The long-range emphases, however, will be upon the field(s) most closely related to the more important qualifications desired for the positions of office head and section chiefs in his office.

## IV. TYPICAL ROTATION PLAN

There follows a typical rotation plan, in seven phases, for Specialists. Its purpose is primarily to indicate the scope of training contemplated rather than to present a specific pattern that a particular individual must follow. All phases of the training will be tailored, with the Assistant Director's approval, in each instance to fit the person's needs and potential.

Phase 1 -

1 year

CIA Intelligence School (Tab L)

Refresher course, to include:

- a. Extensive area study or functional study of his area.
- b. Preparation of an Intelligence Survey on National Intelligence level.

- 2 -

SECRET

- c. Lectures by eminent visitors and school staff.
- d. Intensive reading.
- e. Research at suitable library and university centers.

Phase 2 -

2 years

Regularly Assigned Office

Return to assigned office and continue work there.

Phase 3 -

1 year

Rotation Through a Related Office

(Office of Current Intelligence assumed - if Office of Operations, Office of Special Operations or Office of Policy Coordination, this may consist of a tour abroad of one to two years)

- a. Three months in the Soviet Division of the Support Group.
- b. Three months in the Eastern Division of the same Group.
- c. Three months in the Western Division of the same Group.
- d. One month in Operations.
- e. One month in Situation Room - study and participate in briefing problems.
- f. One month in liaison duties with those sections of the other intelligence agencies concerned with Office of Current Intelligence activities.
- g. This phase may be supplemented by from 3 to 6 months in a Service Intelligence School.

Phase 4 - 2 years

Regularly Assigned Office

Return to assigned office and continue work there.

Phase 5 - 1 year

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Duty in

25X1

a.

b. Study collecting and reporting problems.

c. Suggested alternates for this phase include a tour of approximately one year at either the Army War College, Naval War College or Air War College.

Phase 6 - 2 years

Regularly Assigned Office and a Related One

Return to assigned office and continue work there one year, followed by one year in a related office.

Phase 7 - 3-12 months

National Intelligence - University Level

- a. Study threats to U. S. national security stemming from the particular area in which he has specialized.
- b. Study means by which intelligence may best support U. S. national planning and policy in foreign relations.
- c. Work during this phase in company with policy and planning officers from key government agencies.

TAB L

ADVANCED TRAINING - CIA INTELLIGENCE SCHOOL

Tab L

ADVANCED TRAINING - CIA INTELLIGENCE SCHOOL

The advanced training will be in the nature of a refresher course for experienced specialists. The program will aim for twelve months duration. In this course the student will:

- (1) Receive lectures from eminent and qualified visitors.
- (2) Engage in extensive area reading and study.
- (3) Prepare an Intelligence survey on a National Intelligence level.
- (4) Engage in supplementary area studies at suitable Universities.
- (5) If possible, spend some time abroad.

TAB M

LANGUAGE TRAINING FOR SPECIALISTS



Tab K

LANGUAGE TRAINING FOR SPECIALISTS

Language training will be made available for specialists as the need arises. Much of this training can and should take place outside the Agency, in existing institutions. Some, however, will be provided by the Office of Training within the Agency, and the use of the CIA audio-visual laboratory equipment will enable language proficiency to be maintained and improved upon.

Arrangements for such training are presently being made.

TAB N

ROTATION PLAN FOR CAREER TRAINING - GENERALISTS

Tab B

ROTATION PLAN FOR CAREER TRAINING - GENERALISTS

I. DEFINITION

For the Career Training program a Generalist is an employee who meets the standards defined in V, C, 5 and VII, and is so designated by the Board for Examination and Review. (V, B, 3) On the basis of selection standards that the board will employ, a Generalist will:

- A. Be a professional Intelligence Officer
- B. Be in grade GS-9 or higher
- C. Be, when selected, ordinarily in the age bracket 30-40 (30-45 for the first year of this program). However, this age bracket is not an absolute requirement.
- D. Have been on duty in the Agency at least two years
- E. Have completed his basic training or the equivalent
- F. Be highly satisfactory in his regular position
- G. Have potential to justify training and promotion to the level GS-16 or higher
- H. Be, on the basis of desires and aptitudes, suited for career employment at the Assistant Director and Deputy Assistant Director levels and higher

II. AIM OF ROTATION OF GENERALISTS

The aim of rotation of Generalists is to arm them with a broad, first-hand familiarity with the role of National Intelligence in the Government structure.

**III. SCOPE OF ROTATION PLAN**

The rotation plan for a Generalist must be of the widest scope, and not tied to the mission or needs of a particular Agency office. It should lead to the broadest practical competence in the first three of the following fields and an appropriately restricted competence in the fourth:

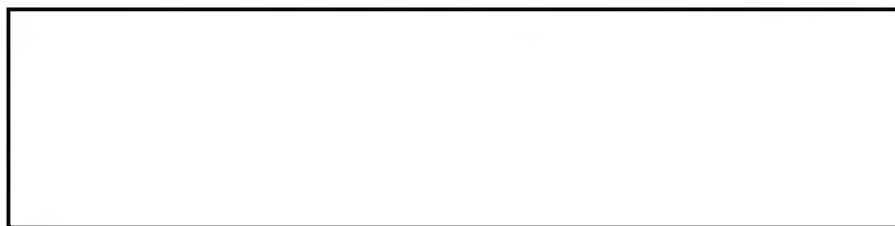
- (1) Operational
- (2) Administrative
- (3) Analytical - Research
- (4) Technical

**IV. TYPICAL ROTATION PLAN**

There follows a typical rotation plan, in nine phases, for Generalists. It is assumed that the Generalist has completed a rotation plan for Specialists and has then completed a year or two of duty in his regular office before selection as a Generalist. Its purpose is primarily to indicate the scope of training rather than present a specific pattern that a particular person must follow. All phases of the training will be tailored in each instance to fit the individual's needs and potential.

**PHASE 1 -****1 year**

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**PHASE 2 -****1 year****Assignment in the Agency**

Return to an appropriate assignment in the Agency

PHASE 3 -

1 year

Rotation through the Office of National Estimates  
(or the Office of Current Intelligence if regularly  
assigned to O/NE)

PHASE 4 -

2 years

Assignment in the Agency

Return to an appropriate assignment in the Agency

PHASE 5 -

1 year

Attendance at National War College

PHASE 6 -

2 years

Assignment in the Agency

Return to an appropriate assignment in the Agency

PHASE 7 -

1 year

Office of Executive Secretary, National Security Council

Participate in National Security Council Senior  
Staff meetings

PHASE 8 -

1 year

Assignment in the Agency

Return to an appropriate assignment in the Agency

PHASE 9 -

9 months

National Intelligence - University level (Tab R)

Study on a joint basis:

- a. Intelligence doctrine
- b. Intelligence methodology
- c. New directions Intelligence must take

Then return to the Agency, for a high-level assignment as  
a Generalist.

TAB O

CAREER TRAINING - INTELLIGENCE ADVISORY  
COMMITTEE EMPLOYEES

Tab O

CAREER TRAINING - INTELLIGENCE ADVISORY COMMITTEE EMPLOYEES

I. INTRODUCTION

The problems and conclusions here presented now apply to career commissioned personnel of the three military services who are assigned to the Agency as part of their normal active duty rotation. However, the assignment to the Agency of career personnel of State, or any other Department or Agency, would impose similar problems requiring equally careful resolution.

II. BACKGROUND

As of 1 June 1951, the Agency had on board or ordered some [ ] active duty commissioned military personnel against an allowance of [ ]. The Agency needs many more of this category of personnel and, it is understood, has recently received authorization for an additional allowance of [ ].

III. PROBLEM

The Agency bears a two-fold responsibility in job assignments of these personnel:

- (1) On the one hand they should be used where their general and specialized skills will be of maximum practicable benefit to the Agency.
- (2) On the other hand their employment by the Agency should further the career training of the individual officer and should be appropriate in responsibility and functions to the rank and experience of the officer.

If the Agency does not meet these responsibilities of placement and training, the impact on the Services is likely to result in their effort to fill a bare minimum of CIA billets, and further a tendency to withhold from assignment to CIA the superior officers the Agency needs.

Informal spot check indicates that in some instances the Agency has failed to meet these placement and training responsibilities.

#### IV. COMMENT

The following, while representing merely tentative conclusions, points the direction of the study currently in process by the Office of Training:

- (1) A top-level Agency policy is essential to guide the placement and training of assigned active-duty military personnel. A high-level monitoring is required to insure that this policy is implemented throughout the Agency.
- (2) Appropriate Agency slots should be designated to be filled by military only or optional military-civilian. Active duty military personnel should be assigned only in those slots unless specific exception is authorized by the Director of Personnel. These slots should at all times total the same as the then current CIA approved allowance of active-duty military personnel.
- (3) Each of these slots should bear a job description that clearly justifies the employment of an active-duty military officer and will form the basis for qualifications requested when levy is made on the military services for assignment of personnel.

#### V. RECOMMENDATIONS

This tab is included here because of its relevance to the over-all problem of career corps in CIA. It describes, however, a distinct and separate problem that may be resolved apart from the development of a Career Corps Program for civilian Agency employees. Pertinent recommendations will therefore be submitted separately.



TAD P

IMPLEMENTATION OF UNIVERSITY AND INDUSTRIAL TRAINING

TAB FIMPLEMENTATION OF UNIVERSITY AND INDUSTRIAL TRAINING

A very important part of the Agency's career training needs can be met only by universities and industrial firms. The university contacts established for the program of recruitment will be of great help in arranging programs in the universities. It will be the policy of the Agency to establish internal training courses only when the specialized nature of the instruction, lack of outside facilities, or security make it necessary.

- I. There will be little difficulty in arranging for well qualified persons to study under existing university programs, provided that application is made before the program is filled. The need for early application is particularly great in the scientific fields, where laboratory space rigidly limits the number of students who can be accepted.
- II. In certain fields, particularly those of scientific intelligence and perhaps some area studies, tailored programs must be arranged with outstanding institutions, or within the Agency, preferably the former. The curriculum and emphasis must be arranged with our needs in mind, and the length of the course, which is an obstacle to the use of many existing programs, must not exceed one academic year. Special summer sessions will meet many of our needs.

So that full use may be made of the institution's facilities and personnel, and so that students will receive full benefit from contacts and discussion, the courses will be unclassified, and open to other than Agency personnel. (The latter may be a source for recruitment.) Classified instruction will be carried out within the Agency.

whenever new programs must be established, or existing ones modified, the Agency will render financial support through contracts.

- III. Utilization of industrial facilities for study and training will be particularly useful to the Office of Scientific Intelligence, but may also serve the purposes of the Office of Research and Reports. Negotiations with selected firms will be carried out through the Office of Training.

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TAB Q

**CAREER BENEFITS AND SECURITY**

TAB C

CAREER BENEFIT AND SECURITY

- I. This summarizes career incentive benefits that the Central Intelligence Agency may offer its employees under general or specific provisions of current legislation. Requirements for implementing specific actions are indicated.
- II. The Central Intelligence Agency may offer these benefits:

A. Action

Apply to appropriate CIA personnel time and one-half service credit against retirement for all service under certain hardship or hazardous conditions.

Comment

1. In effect, this permits retirement at the age of 50 after 20 years of government service with the same retirement pay that would normally accrue after a full 30 years' service. Also, for each year of service beyond 20 years, the employee would receive an increased annuity.
2. To implement this action would require that the Agency consummate an agreement with the Civil Service Commission authorizing the application to Agency employees, under broadly defined circumstances, legislation currently applicable to certain personnel of the Federal Bureau of Investigation and the Treasury Department.

B. Action

Increase base salary for service involving unusual hazard or hardship.

Comment

To conform to current extra-pay policies of the Department of Defense, these base salary increases would fall into either of these two categories:

1. Increase of 50% of base salary (to a maximum of \$200 per four-week pay period) while engaged in duty similar to that of Armed Services personnel who receive extra pay (aviation, submarine, parachute jump, etc.).
2. Increase not to exceed 50% of base salary as warranted by unusual hardship or hazard in certain other types of duty.

C. Action

Pay death gratuity of six months' base pay to dependents of CIA employees who die in line of duty while serving abroad.

Comment

The General Counsel considers that, while specific legislative authority would be desirable, the Director of Central Intelligence may authorize these payments under Public Law 110.

D. Action

Pay, within-grade advances, and grade promotions for persons who are "detained" involuntarily.

Comment

1. Confidential Funds Regulations authorize these actions for persons paid from Confidential Funds.
2. This authority should be extended to cover employees paid from vouchered funds.

**E. Action**

Apply the benefits of U. S. Employees' Compensation Act to dependents of employees engaged in hazardous duties who are themselves exposed to hazard.

**Comment**

General Counsel considers that specific legislation would be preferable for such cases, but that nevertheless the Director could, under the broad authority contained in Public Law 110, apply these benefits in specific cases which he deems so warrant.

**F. Action**

Extend physical disability benefits, conforming to Veteran's Administration standards, to Agency employees forced to retire because of physical disability suffered while Agency employees and not the result of own misconduct.

**Comment**

General Counsel considers that specific legislation would be required to implement this action, but that relative benefits under the civilian and military systems should be carefully studied before recommending legislation.

**Note:** A study by the Task Force, now under consideration by the Senior Review Committee, entitled "Rights, Privileges and Benefits of Covert Employees and Agents" has been discussed generally with a member of the Task Force and it is believed that the pertinent policies recommended in the Task Force paper are consistent with the benefits covered under this Tab.

TAB R

GRADUATE TRAINING  
CIA INTELLIGENCE SCHOOL



TAB E

GRADUATE TRAINING  
CIA INTELLIGENCE SCHOOL

This training is for the Generalist who may become an Assistant Director or a Deputy, or for an existing Assistant Director or Deputy.

The purpose of the program will be that of studying, on a joint basis, intelligence doctrine, methodology and new directions that intelligence work must take.

Specific intelligence problems may be studied exhaustively in the Graduate School by selected graduates of the National War College, members of the State Department, other intelligence agencies, and the Central Intelligence Agency.

APPRAISAL FORM

PERFORM MAJOR SUMMARY

BASED ON ADJUTANT GENERAL FORM 100-1, ETC.

NAME

CLASSIFICATION

OFFICE

FROM PERIOD OF REPORT TO

☐ REASSIGNMENT  
OF OFFICER☐ REGULAR  
Semi Annual☐ SPECIAL

DUTIES SINCE LAST REPORT

HAS DUTY CHANGED SINCE LAST REPORT - ☐ YES ☒ NO

COURSES OR OTHER EXPERIENCES COMPLETED

PROFICIENCIES IN LANGUAGES

[Usua lousu-]

SUCCEEDING SECTIONS  
FILLED BY SUPERVISOR

NAME OF SUPERVISOR

OFFICIAL STATUS TO SUBORDINATE

IS EMPLOYEE QUALIFIED FOR  
ALL HIS  
PRESENT DUTIES ☐ YES ☐ NO(Check one)  
☐ DEFINITELY NOT  
WANT HIM?  
(UNSATISFACTORY)☐ PREFER NOT  
TO HAVE HIM?  
(UNSATISFACTORY)☐ BE SATISFIED  
TO HAVE HIM?☐ BE PLEASED  
TO HAVE HIM?☐ PARTICULARLY  
DESIRE HIM?

PERSONAL QUALIFICATIONS - GENERAL

List only outstanding qualifications either above or below average.

STRONGEST SINGLE QUALIFICATION

MOST NOTICEABLE WEAKNESS

Considering All Officers of the Same  
Classification Whose Professional  
Abilities Are Known to You Personally,  
Would You Promote Him?(Check one)  
☐ UNDER NO  
CIRCUMSTANCES?  
(Unsatisfactory)☐ IF 90% WERE  
TO BE  
PROMOTED?☐ IF 70% WERE  
TO BE  
PROMOTED?☐ IF 50% WERE  
TO BE  
PROMOTED?☐ IF ONLY 10%  
WERE TO BE  
PROMOTED?How many Officers are included in the  
group used for the comparison  
☐ 10 OR ☐ 10 TO ☐ OVER  
LESS 50 50

POTENTIAL What is the next step ahead for this individual and does he have further potential beyond next step? If so, outline.

☒ IMMEDIATELY PROMOTABLE☐ PROMOTABLE UPON COMPLETION ACTION BELOW

ACTION

☐ LEAVE ON JOB☒ TERMINATE☐ PROMOTE

(Recommend action for improvement such as Training, Change of attitude, Change in pay, Encouragement, etc.)

Check one of these boxes - I CONSIDER THIS REPORT TO BE ☐ SATISFACTORY☐ UNSATISFACTORY

SIGNED

SIGNED

To: SUPERVISORS

To eliminate lack of objectivity and "halo effect" supervisors are instructed to appraise the individual under the following procedure:

FIRST - Identify the individual in one of the following job families: OPERATIONAL; ANALYTICAL-RESEARCH; ADMINISTRATIVE; or TECHNICAL.

SECOND - Appraise the individual against the specific job criteria of his basic family.

THIRD - Appraise the individual against the ADDITIVE criteria necessary at higher levels of competence and responsibility.

In identifying the individual in a job family, the individual's FUNCTION is the determinate factor, not his Office or Division.

Having identified the individual in a SINGLE job family, the individual's abilities or "potentiality" for greater breadth of service and higher responsibility are to be appraised against the ADDITIVE criteria.

## OPERATIONAL

This job family is grounded in action; organizing it, planning it, getting it done. As action is played with and against people, these characteristics identify this type: an ability to meet with, live with and get the most out of people; and to create enthusiasms, pride in mission and sense of mattering. Area and subject are important but as handmaidens of action, i.e., knowledge that dictates feasibility or reveals vulnerability. In the exceptional individual there may be large analytical and research abilities, but the prototype is the extrovert and man-of-action

FOR EACH FACTOR OBSERVED CHECK THE APPROPRIATE BOX TO INDICATE HOW THE OFFICER COMPARES WITH ALL OTHERS OF THE SAME CLASSIFICATION WHOSE PROFESSIONAL ABILITIES ARE KNOWN TO YOU PERSONALLY. DO NOT LIMIT THIS COMPARISON ONLY TO THE OTHERS NOW UNDER YOUR COMMAND. DO NOT HESITATE TO MARK "NOT OBSERVED" ON ANY QUALITY WHEN APPROPRIATE.

20 . 40 PERCENT, 20 .				<input type="checkbox"/> I IDENTIFY THIS EMPLOYEE AS OPERATIONAL			
HIGH	NOT	GETTING THE JOB DONE		This space carries amplification of these job criteria			
		PLANNING & ORGANIZING - THE JOB					
		ABILITY WITH PEOPLE & TEAMPLAY					
		KNOWLEDGE OF AREA OR SUBJECT					
		TACT & DISCRETION					
		REPORTORIAL ABILITY - VERBAL & WRITTEN					
		SENSE OF RELATIVE IMPORTANCE					
		NON-GULLIBILITY & EVASION & DECEIT					
		ADJUSTMENT TO TRYING HOURS & CONDITIONS					

REMARKS

NOTE: INDICATE RATING BY A COORDINATE POINT ON LOWER LINE.

# ADDITIVE JOB QUALIFICATIONS

No individual comes by these qualifications easily or lightly. Yet in whole or in part, they are required for higher echelon work in this Agency. As only the exceptional individual could hope to rate highly in this section, appraisal will be carefully scrutinized for "halo effect".

FOR EACH FACTOR OBSERVED CHECK THE APPROPRIATE BOX TO INDICATE HOW THE OFFICER COMPARES WITH ALL OTHERS OF THE SAME GRADE WHOSE PROFESSIONAL ABILITIES ARE KNOWN TO YOU PERSONALLY. DO NOT LIMIT THIS COMPARISON ONLY TO THE OTHERS NOW UNDER YOUR COMMAND. DO NOT HESITATE TO MARK "NOT OBSERVED" ON ANY QUALITY WHEN APPROPRIATE. CLASSIFICATION

		20	40 PERCENT	20	CHECK HERE IF APPRAISAL IS INTENDED TO RELATE TO A LATENT ABILITY OR "POTENTIAL"	
SUBSTANTIVE	HIGH				NOT	INTELLIGENCE INSIGHT & ACUMEN
						ABILITY TO CREATE THE HYPOTHESIS
						DISCIPLINED MIND & ORDERLY THINKING
						ABILITY TO SUSPEND JUDGEMENT
LIAISON					NOT	COOPERATES WITH ASSOCIATES
						SENSE OF PERIPHERAL & DIRECT TIE-INS
EXECUTIVE					NOT	MOVES FREELY & EFFECTIVELY WITH EQUALS & SUPERIORS
						ABILITY TO SUPERVISE
						ABILITY TO HANDLE & INSPIRE
						TO DEVELOP SUBORDINATES
PERSONAL					NOT	TO PLAN AT POLICY & HIGH LEVEL
						TENACITY
						SENSE OF PERSONAL GOAL
						ADAPTABILITY
						PHYSICAL ENERGY
						SELF DISCIPLINE

*This space carries amplification of these job qualifications*

Pages 1, 2, and 4 of the preceding  
form (OPERATIONAL) would be combined  
with each of the following three  
forms to make up a complete appraisal  
blank for these job families:  
ANALYTICAL-RESEARCH, ADMINISTRATIVE  
and TECHNICAL.

**ANALYTICAL · RESEARCH**

This job family is grounded in study; reading, scanning and integration. Area and subject are of commanding importance with action a second remove. There is required an absorbed interest in new factual minutia and new relations between facts; a "feel" for analysis (the examination of component parts separately and in relation to the whole) and for research (the revision of accepted conclusions in the light of newly discovered facts). In the exceptional individual there may be operational abilities, but the prototype is the professional or specialist.

	<input type="checkbox"/> I IDENTIFY THIS EMPLOYEE · ANALYTICAL RESEARCH
	KNOWLEDGE OF AREA OR SUBJECT
	OBSERVATION SENSE OF RELATIVE IMPORTANCE
	RESISTANCE TO TEDIUM
	SENSE OF AVENUE OF ATTACK
	ANALYTICAL & RESEARCH ABILITY
	READING COMPREHENSION "GUTTING A BOOK"
	ABILITY IN DIGEST & REWRITE
	SENSE OF BEARING OF NEXT DESK'S SPECIALTY
	MEETING DEADLINES

REMARKS



## ADMINISTRATIVE

This job family is grounded in good "housekeeping" i.e., knowledge and sane control of procedures coupled with an ability to keep an organization moving freely and smoothly. Knowledge of intelligence techniques is helpful but the requirement is for a generalized knowledge rather than for a specialized understanding. In the exceptional individual there may be a flair for generation of the idea, but the prototype has a native resistance to (rather than thrill in) the new idea coupled with a large facility in picking the flaw and in saying, no.

	<input type="checkbox"/> I IDENTIFY THIS EMPLOYEE - ADMINISTRATIVE
	KNOWLEDGE OF PROCEDURES
	PAINSTAKING
	BUTTONS THINGS UP
	FORSEES & MEETS LINES OF OPPOSITION
	PROPER INTEREST IN ALL PHASES OF GROUP'S WORK
	MEETS SUPPORT DEMANDS
	ABILITY TO PICK FLAWS & SAY NO

REMARKS

## TECHNICAL

This job family is grounded in technical knowledge of the specialty and the broad field of the specialty. Area and language are handmaidens. The prototype is the technician, the linguist, the engineer and the scientist.

	<input type="checkbox"/> I IDENTIFY THIS EMPLOYEE - TECHNICAL
	KNOWLEDGE OF SPECIALTY
	KNOWLEDGE OF THE BROAD FIELD
	KNOWLEDGE OF AREA
	SENSE OF PERIPHERAL OPERATIONS
	ADJUSTMENT TO TRYING HOURS & CONDITIONS
	DISCRETION

REMARKS